

AZ Ready Education Council – Update and Early Assessment on ADE IT Work Group -- Sharon Hart (PetSmart), Ayman Taha (Avnet) and Nimish Shah (Intel) – June 17 2012

Positive observations:

- IT team led by Mark Masterson has right industry experience and understanding of industry technology trends. Team is well motivated to make a change and slowly gaining credibility for IT CIO office.
- Positive feedback from the school district representatives on IT team understanding the problems
- Good focus on benchmarking best practices and standard IT technologies
- Good high level strategy established and tied to FOUR business pillars
- Team recognizes the need to improve the project and portfolio management techniques

Critical gaps to close for future success (in priority order):

- Establish clear alignment and accountability between the IT and business stakeholders (schools and school districts). Establish a broader Steering Committee with business stakeholders (schools and school districts).
- Must centralize supplier management and procurement. It is critical to use this procurement leverage to drive standard solutions and pay for performance with software vendors. Otherwise the current budget of CIO office will be insignificant to drive influence.
- Drive Copy Exactly! for key IT solutions and business processes across AZ state districts and schools
- Establish clear data governance role/owners (and this will enable common data standards) for all AZ state schools and districts
- Hire a key portfolio manager – Manage key tradeoffs and decisions so we get the highest value from investments. Focus on “quick wins”, short duration projects aligned to long term roadmaps. We should NOT DO a huge IT project that is 3-7 years long. Consideration for long term sustaining needs to be done
- Need to do an assessment of existing technical skills in IT organization for this initiative. Analyze how consultants and external organizations are leveraged for gaps

Our assessment: Increasing investment in this area is the right thing to do. It is critical to make some structural changes suggested above across the central teams and schools / districts to ensure success.

Arizona State Board of Education

Report to the AZ Ready Council

July 17, 2011

Innovative Education Program Grants - \$3M competitive grant fund established by the legislature and governor that is administered by the State Board of Education (SBE).

- Grants shall be awarded for use in public schools on innovative programs that have a proven track record of success in improving student achievement;
- Grantees shall be required to match their state grants with an equal or greater amount of private sector funding;
- On June 25th the State Board took action to further define the eligibility and application criteria for the grants. These criteria included preferences for programs that:
 - Focus on practices that improve student achievement in mathematics; and
 - Demonstrate a commitment to address the needs of students in rural areas of the state;
- Application cycle will officially open on August 1, 2012;
- Awards will be made before the end of the year.

K-3 Reading Funds - \$40M appropriated during FY13 to support the Move on When Reading Initiative. The monies from this fund are administered by the SBE.

- On or before October 1st each district and charter is required to submit to the State Board a plan for improving the reading proficiency of its pupils in grades K – 3;
- Districts and charters that receive A or B AZ LEARNS profiles shall receive the funds upon submittal of their literacy plans;
- Districts and charters that receive C, D or F AZ LEARNS profiles, or that have more than 10% of their students reading far below grade level, are required to have their literacy plans approved by the State Board before they are eligible to receive their apportionment of K-3 reading funds.
- On June 25th the State Board approved the template that all schools will use to submit their literacy plans. The template will be distributed to all of our districts and charters before August 1, 2012;
- The State Board and the Department are working cooperatively to ensure that the review of these plans occurs as quickly as possible.

2013 SBE Priorities (under consideration)

The members of the SBE will continue to build on the legislative successes from these past few years, particularly in the area of accountability. To this end, the SBE will examine mechanisms that will allow more flexibility in allowing consistently failing schools to obtain new leadership (with the needed authority to implement change) to run these schools. Moreover, SBE is examining how the State may prevent stagnant and failing schools from expanding. In addition, the following areas are under consideration:

- PARCC implementation
- Restoration of Adult Education funding (\$5M)
- Restructured school day/calendar (more time on task)
- AZ LEARNS / “Academic Receivership” enhancements
- Mathematics focus – “Surge”
- Embedded CTE credits
- School safety (restructured teacher/administrator disciplinary proceedings)



Governor's Office of Education Innovation Staff Update

Rebecca Gau, Director

Report Card Roll-out

- ▶ Getting national attention
 - Data Quality Campaign
 - Education Commission of the States
- ▶ Press release Monday July 16 to match media campaign
- ▶ This fall, staff will continue to drill down on the data for the Council

AZ CCSS Activities

- ▶ Summer reading list launched – will provide data to Council in August on the reach to parents and feedback
- ▶ Collaborative Education Partnership – Race to the Top implementation team consisting of ADE, Regional Centers, and GOE!
- ▶ College Board Conference – “four corner states” are interested in partnering on implementation where appropriate

AZ CCSS Activities

- ▶ Expect More Arizona Public Engagement Task Force joined with Achieve Future Ready Project – aligning with RTTT communication funding to create statewide joint communication campaign
- ▶ Statewide system leads Common Core Conference planning – Based on foundation laid at ABEC conference, goal is to link non-educators who want to help with regional education needs

Partnerships with NGA

- ▶ Policy Academy on performance based funding
- ▶ Applied for higher ed/PARCC implementation grant and technical assistance

Next Steps

- ▶ Focus on work of task forces
- ▶ Develop AZ CCSS conference
- ▶ Develop AZ CCSS communications



Awareness and Messaging



On Target...

- Website is on schedule for August launch
- Survey to evaluate level of awareness
- Public awareness campaign
- Coordination with Regional Centers

Resource Development and Deployment



On Target...

- IDEAL system capacity
- Master Educators
- EQuIP Rubric
- Potential Lighthouse Schools/Districts/Charters

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Professional Development



On Target...

- ADE 2012-2013 training schedule
- Mobilizing a Regional Implementation Support Team
- 8 webinars per month
- Challenge: storage space for archived webinars

4

Evaluation of Success



On Target...

- PD scores averaging 4.4 out of 5.0
- Survey to evaluate pre and post training knowledge
- Automated mechanism to collect data and track progress in training teachers and administrators by Region
- Common Core Feedback Tool – For Educators

5

Transition Issues



- PARCC Technology Readiness Tool: Currently 424 districts
- Challenge: High School Graduation Requirements during transition years
- Challenge: Funding for new assessment tool

6



Graduation Rate Task Force Recommendations

Merl Waschler, Task Force Chair

Five Guiding Principles

1. There are important benefits to individuals and to society for completing high school
2. Define high school completion as “college and career readiness”
3. Adopted National Dropout Prevention framework and prioritized from 15 to four key areas
4. Recommendations must be relevant to the Governor in one of four ways
5. Recommendations must focus on statewide frameworks and avoid endorsing one program over another

Recommendations

1. Incentives for districts and schools to create “safety nets” that are results driven
2. CTE / academic pathway alignment
3. Incentives to create employer-centered experiences for students
4. Change CTE/JTED funding
5. Enhance implementation of Education and Career Action Plans
6. Address kindergarten readiness
7. Address chronic absenteeism
8. Quality standards for “after school” youth development programs

Next Steps

- ▶ Review AZ context related to Achieve Report on CTE and Common Core State Standards
- ▶ Conduct additional research
 - high school graduation of students outside of assigned cohorts
 - successful counties and schools to generate additional recommendations
 - CTE completer data to determine what proportion of these students exhibited “risk factors” to drop out prior to taking CTE courses

Next Steps

- ▶ Flesh out each of the recommendations chosen by the task force and the Arizona Ready Education Council
- ▶ Research any additional recommendations suggested by the task force and the Arizona Ready Education Council
- ▶ Conduct a budget analysis on each of the recommendations and align to funding task force

Guiding Principles

1. **Benefits to Self and Society of Completing High School**
 - a. Self
 - i. A high school graduate in Arizona earns almost \$7,500 more each year than a high school dropout.ⁱ
 - ii. High school dropouts age 25 and older reported being in worse health than adults who are not dropouts, regardless of income.ⁱⁱ
 - iii. High school dropouts make up disproportionately higher percentages of the nation's institutionalized population.ⁱⁱⁱ
 - b. Society^{iv}
 - i. Lost lifetime earnings for the 25,600 students in Arizona who did not graduate from high school in 2011 total \$3.1 billion.
 - ii. Arizona could save as much as \$265 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
 - iii. Arizona's economy could see a combination of crime-related savings and additional revenue of about \$184 million each year if the male high school graduation rate increased by just 5 percent.
2. **Completing high school should be defined as “college and career readiness,” where college refers to any post-secondary education or training.**
3. **Adopted the National Dropout Prevention frameworks for guiding the work of the taskforce. The following four areas are the task force’s current areas of priority. Recommendations should fall in at least one of these areas.**
 - a. After school opportunities, mentoring, and tutoring
 - i. Expanded, high-quality learning time that ensures student success. This can be before or after school during the school year, weekends or summer.
 - b. Individualized instruction, active learning
 - i. Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
 - ii. Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
 - c. Alternative schools, Career and Technical Education
 - i. The Arizona Department of Education has designated 164 alternative schools that educate ~22,000 high-risk students in a non-traditional setting. Arizona's State Board of Education defines the population served as:
 1. Students with behavioral issues
 2. Dropouts

3. Students in poor academic standing
 4. Pregnant and/or parenting students
 5. Adjudicated youth
- ii. Career and technical education prepares high school students with academic and technical skills for career and college readiness. This includes delivery through a district school or a Joint Technical Education District (JTED).
- d. Early Literacy Development
 - i. Children must be ready to succeed when they get to school, (cognitively, socially, emotionally, and physically) before they can learn there. This includes encouraging and enabling parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.
4. **Recommendations from the task force should align with at least one of the following four categories in which the Arizona Ready Council can make relevant recommendations to the Governor.**
 - a. Communications (i.e. Arizona Ready and other partners)
 - b. Rules & Regulations (i.e. State Board of Education or ADE)
 - c. Funding (i.e. state budget, grant procurement, or partnerships)
 - d. Statutory (i.e. legislative change)
5. **Recommendations from the task force should focus on statewide frameworks and incentives for meeting statewide goals, and should avoid endorsing one particular program over another.**
 - a. Research shows that funding programs outside of community context is ineffective
 - b. Recommendations need to be politically viable in a strong local control environment
 - c. Recommendations should align with funding task force – looking at the “bigger picture” of overall incentives

Next Steps:

- Review Arizona context of academic and technical skills alignment based on Achieve report “Common Core State Standards & Career and Technical Education: Bridging the Divide”
- Conduct research on high school graduation of students outside of assigned cohorts to determine if additional metrics are needed
- Conduct best practice research based on data analysis of successful counties and schools to generate additional recommendations
- Review CTE completion data to determine what proportion of these students exhibited “risk factors” to drop out prior to taking CTE courses
- Flesh out each of the recommendations chosen by the task force and the Arizona Ready Education Council
- Research any additional recommendations suggested by the task force and the Arizona Ready Education Council
- Conduct a budget analysis on each of the recommendations and align to funding task force

Graduation Rate Taskforce

First Set of Initial Draft Recommendations for Discussion:

- 1) Create safety net for high school students by providing incentives to schools who provide or partner to provide academic and community resources and services. These incentives must reflect systemic, state-wide solutions.

Proposed Framework:

John's Hopkins Dropout Prevention programs use the following four key steps:

- (1) Comprehensive, systematic, and sustained whole school reforms that address attendance, behavior, and course performance.
- (2) Link early warning systems to interventions.
- (3) Involve the community.
- (4) Make sure existing policies and practices are supportive of graduation for all.

The Texas Example:

Texas used a performance driven framework that set a goal and rewards success toward meeting that goal. In their case, programs had to include maximum flexibility to meet individual student needs including academic and social supports (such as child care and transportation), open entry and exit from the program, a variety of instructional programming including online courses, and multiple scheduling options, including weekend and evening classes. All teachers had to have at least a bachelor's degree.

Texas Dropout Recovery Pilot Program (TDRPP) by the Numbers:

2008 – 2010: 22 Grantees
Base Funding: \$3,219,316
Performance Funding: \$2,726,000 (authorized), 43% realized = \$1,172,180 spent
Students Served: 4,141 Students (31% completed the program to date = 1283 students)
Base funding per student served = \$777
Performance funding per successful student = \$912
Total funding for successful students only = \$1,689

Programs had to include services in workforce readiness, academic support, student and family support, and attendance improvement. Schools were eligible for this program if more than 55% of their students have been identified as economically disadvantaged for the 3 preceding school years.

Collaborative Dropout Reduction Pilot (CDRP) by the numbers:

2008 – 2010: 6 Grantees
Funding: \$168,936 (realized)
Students Served: 1,924 Students
Funding per student = \$87

Future Task-Force Discussions:

- How should eligibility to apply for funding be determined?
- What are best practices for educating at-risk youth that aren't necessarily labeled as "drop-out prevention"?
- How should funding be structured?
- How do we create a systemic expectation that academic and CTE are not separate issues?
- What goals and rewards could we use in Arizona? Can we relate this to A-F?
- How would sustainability and accountability be handled?
- Can we incentivize LEAs that do grad rate well by removing certain strings?

2) Ensure CTE courses and pathways are aligned with college & career-ready expectations of the Arizona Common Core State Standards.

Proposed Framework:

Achieve Inc. recently released "Common Core State Standards & Career and Technical Education: Bridging the Divide" with eight strategies:

1. Develop a common understanding of college and career readiness
2. Form a cross-disciplinary team for CCSS planning and implementation
3. Ramp up communications and information sharing
4. Create or update curricular and instructional resources
5. Enhance literacy and math strategies within CTE instruction
6. Foster CTE and academic teacher collaboration
7. Establish expectations for and monitor CCSS integration into CTE
8. Involve postsecondary CTE in CCSS implementation

Arizona's current alignment of CTE pathways and courses with post-secondary programs:

The CTE Program of Study Project was started last year under the Getting AHEAD project. The original goal of this project was to provide a mechanism that could advise Arizona students on a career pathway from high school to postsecondary completion with certification, associates or bachelor's degree. The information on the various pathways would include: courses (traditional/blended), competencies, location, sequence, etc., on an e-advising platform. The tool would advise students on career paths from electrician to neuro-surgeon, accountant to zoologist, automotive mechanic to astronomer. For example, a student/family wants to explore what is required to become a nurse practitioner or draftsman, they would be able to determine:

- a) Where is he/she now in the education continuum?
- b) What is the course/learning/skills sequence he/she needs to follow, at what level of skills/competency to map out a pathway to completion to be ready to enter the workforce?
- c) What are the pre-required academic skills to enter pathway at each level, high school/community college, university?
- d) What are the job demand and compensation levels?
- e) Does the certifier of the degree accept the transfer work of all course(s)/competencies for completion?

Rebecca McKay, Director of Technology at Arizona State University, developed the framework and started the work of identifying the CTE pathways through to baccalaureate degrees. The project currently rests within the Arizona Department of Education.

Future Task-Force Discussions:

- What is our progress to date?
- How are we aligned to the Achieve model as a state?

3) Incentivize business led internships/apprenticeships and virtual experiences:

Proposed Framework:

Project SEARCH was a school to work transition program for students with disabilities, which attributes their success to the following:

- Strong, shared vision: one definition of success which is competitive employment in an integrated setting for each Project SEARCH intern.
- Business-led: students learn relevant, marketable skills while immersed in the business and those businesses are active partners, participating without subsidies

- Collaboration among partner agencies: seamless transition services and sustainability, willingness to share resources and adapt policies and procedures
- Total immersion: students are on site at businesses each school day for a minimum of 6 hours for an entire academic year
 - Shared data: data is submitted to a shared national database
 - Follow-ups: each graduate receives follow-along services to retain employment

Arizona has many different internship and apprenticeship opportunities. However, both the business community and the education communities report a disconnect between the desire, the opportunity, and the resources needed to make these programs meaningful. The state could incentivize the development of these, or “virtual experiences” that allow a student to get “hands on experience” in a field without the expense and time commitment of a live experience.

Future Task-Force Discussions:

- Is there a state-level role for this conversation, or is it a “local control” issue?

4) Change the funding structure to CTE programs and JTEDS:

Proposed Framework:

TBD

There are many opportunities to differentiate between courses that promote high wage/high need industries to drive Arizona’s economic prosperity. The Funding task force is considering this type of model. Other options include separating CTE and JTED funding from ADM and make it its own weight, or funding based on end of course tests. How charters get funded for CTE also needs to be addressed in the future.

Future Task Force Discussions:

- How should we fund CTE/JTED to directly correlate with our graduation rate goals?

5) Enhance the implementation of Arizona’s Education and Career Action Plans:

Proposed Framework:

TBD

ECAPS can be tremendous resource for students and families to focus on a pathway that will keep a student engaged until graduation. However, there is some concern about how to ensure that they are implemented state-wide with fidelity. Ideas under consideration include increasing staff, funding, and training, or adding consequences and incentives.

Future Task Force Discussions:

- How can we strengthen counselor and ECAP education to reflect changing needs of students and schools? How can we ensure counselors spend their days counseling?
- What is the best way to make ECAPS meaningful, used as intended, and work with counselors or ECAP administrators?

6) Implement more intensive kindergarten reading programs, tied to Move on When Reading and new K-2 funding, and including more data analysis and remediation

Proposed Framework:

Read On Arizona is partnership between philanthropy and local chambers of commerce, that has been recognized by the National League of Cities and Towns. This intensive early literacy project identifies the following three pillars as critical issues to address for early literacy:

- (1) *Kindergarten readiness*
- (2) Summer learning loss
- (3) Chronic absentee-ism

The first step is to address Kindergarten readiness. For example, the Education Data for Decision Making Report, EdData II states that ‘Ensuring that teachers have the expertise to teach literacy skills in the early grades is a key solution in providing high-quality learning environments. Teachers must have access to professional development that equips them with the specialized knowledge and practices required to teach children to read.’ This is also a key priority for the State Board of Education as it reviews LEA reading plans.

Future Task Force Discussions:

- Is it possible for institutions of higher learning to build support into teaching curriculum for the equivalent of a reading endorsement?
- Should reading endorsements be required for grades K-3? Do reading endorsements make a difference in the classroom?
 - What keeps teachers from getting a reading endorsement?
 - How can we support the work of First Things First & ADE in the area of kindergarten readiness?

7) Implement attendance policies and practices that decrease chronic absenteeism for students in all grades

Proposed Framework:

Also based on the Read On Arizona partnership's three issues:

- (1) Kindergarten readiness
- (2) Summer learning loss
- (3) *Chronic absentee-ism*

Chronic absenteeism is defined as students missing 10% or more of schools days for any reason, at any point in the school year, is a proven early warning sign of academic risk and school dropout. This problem is often overlooked, especially among elementary students, because of the way attendance data are tracked. A study by Attendance Works shows that districts and schools may fail to detect high levels of chronic absence because the problem is easily masked by average daily attendance — one of the most commonly calculated attendance measures. Schools with ADA rates between 93 and 97% need to analyze their data to determine whether chronic absence is a significant problem. Schools with ADA rates of 93% or below are almost certainly dealing with high concentrations of absenteeism. Students that are chronically absent are most often behind in reading by the first grade.

Future Task Force Discussions:

- How can we change the conversation around attendance to be about students with a pattern of absence instead of about school-wide daily attendance, not just in High School, but across all grade levels?
- 8) Adopt Quality Standards for afterschool youth development programs to increase the level of student engagement and academic performance**

Proposed Framework:

Also based on the Read On Arizona partnership's three issues:

- (4) Kindergarten readiness
- (5) *Summer learning loss*
- (6) Chronic absentee-ism

Valley of the Sun United Way, AZCAN, and Science Foundation Arizona are collaborating to develop quality standards for after school programs, including those that take place in the summer – thus addressing the summer learning loss issue. These quality standards will serve as a rubric for both entities looking to evaluate their programs for academic merit as well as entities (such as schools) looking to build supportive programs. There will be a core set of standards for all programs, but additional complementary sets of standards will be developed to address areas of focus such as STEM, college access, and literacy.

Future Task Force Discussions:

- How can we address the issue of summer learning loss especially for students in low income households, which may not have the same level of enrichment?

ⁱ <http://www.all4ed.org/files/Earnings.pdf>

ⁱⁱ Pleis, J.R., Ward, B.W., and Lucas, J.W. (2010). *Vital and Health Statistics: Summary Health Statistics for U.S. Adults: National Health Interview Survey, 2009*. Series 10: No. 249. Hyattsville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics.

ⁱⁱⁱ Approximately 40 percent of 16- through 24-year-olds in institutionalized group quarters were dropouts in 2009 based on data from the American Community Survey (ACS) (Aud et al. 2011, table A-20-3). The rate was approximately 8 percent for 16 through 24-year-olds in the civilian, noninstitutionalized population. Those in institutionalized group quarters include prison inmates as well as individuals in some mental health facilities and juvenile group quarter settings (U.S. Department of Commerce, Census Bureau, n.d.).

^{iv} Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts," 2011



OUR CHILDREN. OUR SCHOOLS.
OUR FUTURE.

Must-Read Reports

Balfanz R, Bridgeland JM, Moore LA, Fox JH. Building a grad nation: Progress and challenge in ending the high school dropout epidemic. 2010.

Call to Action:

1. Make quality education a top priority
 - a. Start with early reading
 - b. Focus on chronic absenteeism in the middle grades
 - c. Create new education options based on student and community needs and interests
 - d. Create graduation pathways and dropout recovery for over-age and under-credited youth
 - e. Connect the postsecondary completion agenda with high school graduation
2. Set high expectations and high standards
 - a. Turn around or replace the nation's dropout factories
 - b. Provide engaging coursework
3. Encourage community coalitions supporting graduation
 - a. Harness the power of non-profits to provide expanded student supports
4. Do research on what works
 - a. Link researchers to practitioners and policy
 - b. Elicit perspectives of students, educators, and parents
5. Collect, analyze, and collaborate around accurate data
 - a. Implement early warning and intervention systems
 - b. Enhance high school and college graduation rate data
 - c. Build linked, common data systems and enhance data-driven decision making
6. Support teacher effectiveness
 - a. Train and support highly effective and accountable teachers and principals
7. Develop parent engagement strategies

Bridgeland, J., Dilulio Jr., J., & K. Morison, The Silent Epidemic: Perspectives of High School Dropouts, 2006.

Call to Action:

1. Recognize the need for different schools for different students
 - a. Improve teaching and curricula to make school more relevant and engaging and enhance the connection between school and work
 - b. Improve instruction, and access to supports, for struggling students
 - c. Build a school climate that fosters academics
2. Create parent engagement strategies and individualized graduation plans
 - a. Improve the communication between parents and schools

3. Provide additional supports and adult advocates
 - a. Ensure that students have a strong relationship with at least one adult in the school
4. Implement early warning systems and interventions

Hart, B., & Hager, C. Dropped? Latino Education and Arizona's Economic Future, 2012.

Call to Action:

1. Commit to excellence for all children
 - a. Make high-quality early childhood programs universal and implement them first in Latino neighborhoods
2. Go beyond the traditional k-12 experience
 - a. Recognize that one-size-fits-all funding and curricula formulas are not doing the job
3. Support educators
4. Set a goal of a postsecondary degree
 - a. Improve the "pipeline" that moves Latino students from high school into higher education, particularly in technical fields
5. Be data driven

Jobs for the Future. Bringing Off-Track Youth into the Center of High School Reform: Lessons and Tools from Leading Communities, 2009.

Call to Action:

1. Improve school capacity to keep students on-track
 - a. Catch the problem early in the middle grades
 - b. Employ a spectrum of ninth grade interventions
 - c. Develop acceleration strategies for credit recovery
2. Expand, support and improve student options
 - a. Create multiple pathways to graduation
 - b. Develop re-entry options

Sum, A. Left Behind in America: The Nation's Dropout Crisis, 2009.

Call to Action:

1. Create programs which are small, offer comprehensive after-school and summer activities, employ experienced teachers and principals, are focused on learning in the real-world, are well funded with local school site program and fiscal control, and track specific, measurable outcomes for students including: academic skill gains, enrollment, attendance, credit gains, promotions, and graduations
2. Target 15-19 year olds for summer and year-round employment and education services
3. Target 20 – 24 year olds for opportunity to learn work-related and technical skills, earn a high school diploma or its equivalent, and work several days per week for pay engaged in productive projects

Must-Read Websites

- Achieve: <http://achieve.org>
- Alliance for Excellent Education: <http://www.all4ed.org>
- Recent publications of interest: <http://www.all4ed.org/files/FrameworkCTE.pdf>
http://www.all4ed.org/files/EdEconBrief_sebsoc.pdf
- CTE - Learning that Works for America: <http://www.careertech.org>

Pursuant to Title II of the American with Disabilities Act (ADA), the Office of the Governor does not discriminate on the basis of a disability regarding admission to public meetings. Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Debra Raeder-Gay, 602-542-1442. Requests should be made as early as possible to allow time to arrange the accommodation.

Arizona CTE State Data Snapshot*

	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10
HS 9-12 October Enrollment	305,461	273,380	282,969	305,582
Total CTE 9-12 October Enrollment¹	135,181	125,328	98,438	105,333
Percentage of HS Enrollment that Participated in CTE	32%	46%	37%	34%
CTE Concentrators²	18,760	20,598	17,671	17,612
Number of 2009 CTE Concentrators who completed the program sequence and passed the technical skills assessment in a program where a technical skill assessment was available³			5,008	8,359
Percent of HS students who passed AIMS Reading⁴	72%	73%	75%	75%
Percent of CTE Concentrators who passed AIMS Reading^{5,6}	93%	94%	94%	95%
Percent of HS students who passed AIMS Math⁴	67%	68%	70%	70%
Percent of CTE Concentrators who passed AIMS Math^{5,6}	91%	91%	92%	92%
Percent of HS students who passed AIMS Writing⁴	73%	68%	72%	72%
Percent of CTE Concentrators who passed AIMS Writing^{5,6}	94%	95%	95%	96%
Statewide Four-Year Graduation Rate⁴	70%	73%	75%	76%
CTE Concentrators Four-Year Graduation Rate^{5,6}	NA	99%	99%	99%

*Arizona Career and Technical Education Performance Measures. <http://www.ade.az.gov/PerfMeasures>

1. Enrollment definition changed in 2008-09 to CTE Participant. A CTE participant is a secondary student who has earned one or more transcribed Carnegie Units/Credits in any CTE Program Area in the reporting year.
2. A Concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/Credits in a state-designated sequence in an approved CTE program and left school.
3. New Performance Measure for 2008-09.
4. Annual State Report Card
5. Includes only Concentrators who left secondary education.
6. Consolidated Annual Report

AZ Ready Funding Taskforce Recommendations

- Over a set period, repeal the Teacher Experience Index and as well as the 1.25% base level increase for school districts that implement teacher evaluations and redirect those funds to pay for school performance incentives.

Teacher Experience Index - 2012	
# of Districts	126
Additional Cost	\$55,928,376
Teacher Compensation - 2012	
# of Districts	230
Additional Cost	\$48,973,394
Total	\$104,901,770

- Provide schools with a bonus for every AP and IB Exam a student passes.

# of AP Tests Passed with 3 or Higher (2011)	21,426
Incentive Funding Per Passed Exam	

\$50	\$1,071,300
\$100	\$2,142,600
\$200	\$4,285,200

- Provide a per pupil performance incentive to 'A' schools and to those schools that move up one grade level year over year who also meet certain benchmarks tied to the Arizona Ready Goals.

	A Schools	Improved from Prior Year*	Total
Number of Schools	285	254	539
40th Day Student Counts	212,589	139,899	352,488
\$100 per pupil	\$21,258,900	\$13,989,900	\$35,248,800
\$200 per pupil	\$42,517,800	\$27,979,800	\$70,497,600

*Estimated using the old Legacy Labels (Excelling, Highly Performing, etc.)

- For 'C,' 'D,' and 'F' LEAs, make the optional 200 day school year more financially feasible.

- Before a district can increase its base support level above the amount allowed in A.R.S. §15-902.04, it must have a plan approved by the State Board of Education that addresses how it will use the additional instructional time to address areas of academic weakness.
- Require 'F' LEAs to provide a 200 day school year.
- After 3 years, require a review to ascertain if the LEA is spending the funds in accordance to its approved plan.

% of C, D, and F School Districts Participating	5% Increase (Current Law)	6% Increase	7% Increase	8% Increase
5% Additional Support	10,784,500 -	12,947,300 2,162,700	15,110,000 4,325,500	17,272,700 6,488,200
25% Additional Support	53,922,600 -	64,736,300 10,813,700	75,550,000 21,627,400	86,363,600 32,441,000
100% Additional Support	215,690,400 -	258,945,100 43,254,700	302,199,900 86,509,400	345,454,600 129,764,200